

**Texas Education Agency
Standard Application System (SAS)**

2014–2016 Educator Excellence Innovation Program		
Program authority:	General Appropriations Act, Article III, Rider 47, 83 rd Texas Legislature	FOR TEA USE ONLY <small>Write NOGA ID here:</small> <div style="border: 1px solid black; padding: 5px; transform: rotate(-90deg); transform-origin: center;"> Received Texas Education Agency Jan 23 PM 12:34 Document Control Center </div>
Grant period:	April 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, Thursday, January 23, 2014	<small>Place date stamp here.</small>
Submittal information:	Four complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494 </div>	
Contact information:	Tim Regal: Tim.Regal@tea.state.tx.us (512) 463-0961	

Schedule #1—General Information

Part 1: Applicant Information

Organization name New Frontiers Charter School	Vendor ID #	Mailing address line 1 4018 South Presa Street
Mailing address line 2	City San Antonio	State TX
		ZIP Code 78223-
County- District # Campus number and name 015805 01	ESC Region # 20	US Congressional District # DUNS # 16253803

Primary Contact

First name Elizabeth	M.I. Last name McCarthy	Title Grant Writer
Telephone # 713-540-3629	Email address mccarthy@hgaschools.org	FAX # 210-533-5077

Secondary Contact

First name Jesse	M.I. Last name Jimenez	Title Business Manager
Telephone # 210-533-3655	Email address jjimenez@newfrontierscharter.org	FAX # 210-533-5077

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name Alfredo	M.I. Last name Segura Jr.	Title Chief Executive Officer
Telephone # 210-532-3655	Email address asegura@newfrontierscharter.org	FAX # 210-533-5077
Signature (blue ink preferred)		Date signed

Only the legally responsible party may sign this application.

1-15-2014

Schedule #1—General Information (cont.)

County-district number or vendor ID: 015805

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	X	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	X	<input type="checkbox"/>
9	Supplies and Materials (6300)	X	<input type="checkbox"/>
10	Other Operating Costs (6400)	X	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015805

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
X	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
X	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
X	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
X	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015805

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

X I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 015805

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Our goal in obtaining the EEIP Grant is to improve educator effectiveness and instructional methodologies, as well as increase teacher retention rates at New Frontiers Charter School (NFCS). Our aim is obtain professionals who are not only pursuing a career teaching students but who are interested in multiple roles and opportunities such as coaching or mentoring colleagues, developing and implementing curriculum, working systematically with parents and community members, expanding their knowledge and skills directly affecting our students and students for generations to come. Our initiative has six clear objectives. Our focus is to improve our current methods of recruiting and obtaining highly qualified teachers, expand our induction program, create a career pathway, reform the way we currently evaluate our teachers, expand our professional development opportunities, and create a strategic compensation plan.

With the funds made available through this grant, we would contract the services of an independent Human Resource firm. We will partner with an established company that includes both strategic as well as tactical HR and administrative support, that can eventually can our district in establishing customized processes and perform critical talent management services, such as recruiting. Their track record for recruiting highly qualified individuals is the most valuable benefit they can provide to us. Their technology can offer us time and labor tracking, applicant tracking and online benefits enrollment, services we currently do not offer to our employees. Induction Program- NFCS currently provides a summer teacher academy for all teachers, with only three days focused on new teachers. Our goal is to expand this program into a true institute that would allow us ample time to clearly define the characteristics of a New Frontiers teacher. Additional days would allow us to incorporate methodologies of the Common Instructional Framework. Career Pathways- Our program will allow us to address different interests, talents and levels of experience, and career aspirations. This newly developed program is designed to allow accomplished teachers that want to remain in the classrooms the opportunity to progress through the career ladder to become a Master Teacher. A Novice Level Teacher is a teacher that is new to NFCS, regardless of their experience. Our Novice Level Teachers will remain in that level for the first year. This time will give them the opportunity to fully realize the challenges of the students we serve. Teacher participation in community events and performing home visits will give the teachers a true understanding of the economic disadvantages our students face. Additional training will help prepare and provide our Novice Teacher with the tools needed to make adjustments in the classroom to meet the needs of these students. The Novice Teacher will be assigned to a mentor that will provide the support needed to be a successful first year teacher while meeting all of NFCS standards. Principals and Master Teachers will perform classroom evaluations that will provide constructive feedback and an opportunity to make any corrections needed. The next step in our career ladder is to become a Mentor Level Teacher. Teachers at the Mentor Level and above will be required to submit an application, go through an interview process, and meet all performance level standards before qualifying to apply for this level. Our goal is to ensure that all teachers selected for this program are aligned with the districts vision, mission and structure of NFCS. For a Mentor Teacher to be successful at NFCS, we will provide them at least forty hours of training a year. Only teachers with at least two years of service with NFCS that have demonstrated the ability to be a successful leader will be considered. The Mentors main responsibilities will be to provide support and constructive feedback to the new teachers. Being a Master Teacher, with an exceptional record of quantifiable success, in our program will allow teachers to provide local professional development that will enhance the district's classroom management, curriculum specializations, and data analysis focus. Peer surveys, evaluations and one on one meetings with Master Teachers and Principals will ensure that goals set forth for these key positions have been met. The Master Level Teacher will be provided with ongoing professional development opportunities in their area of specialization in order to conduct local trainings. Our Master Level Teachers will be encouraged to participate in an approved Principal Certification program. Evaluation -A variety of strategies to evaluate growth in student learning, instructional quality and professional responsibility, will be used. Student portfolios, teacher-designed assessments, student learning objectives, standardized tests, and student and parent surveys will all be implemented district wide. By gathering data from all these means, we can more completely evaluate instructional and student growth. Financial Reward- Our innovative compensation plans will allow us to gain and retain highly effective teachers. Stipends will be offered to those that are selected to be Mentor and Master Teachers. The amount of the stipend will increase as they are accepted to the next level. The program will also offer all teachers opportunities to earn additional bonuses based on students' scores, progress measures and the overall rating of the school.

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Texas Education Agency Standard Application System (SAS)

Schedule #6—Program Budget Summary									
County-district number or vendor ID: 015805				Amendment # (for amendments only):					
Program authority: General Appropriations Act, Article III, Rider 47, 83 rd Texas Legislature									
Project period: April 1, 2014, through August 31, 2016				Fund code: 429					
Part 1: Budget Summary									
Schedule #	Title	Class/ Object Code	Year 1 (4/1/14 – 8/31/15)			Year 2 (9/1/14 – 8/31/16)			Total Budgeted Costs
			Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	
Schedule #7	Payroll Costs (6100)	6100	\$278,140		\$278,140	\$278,140		\$278,140	\$278,140
Schedule #8	Professional and Contracted Services (6200)	6200	\$40,000	\$	\$40,000	\$40,000	\$	\$40,000	\$40,000
Schedule #9	Supplies and Materials (6300)	6300	\$10,000	\$	\$10,000	\$10,000	\$	\$10,000	\$10,000
Schedule #10	Other Operating Costs (6400)	6400	\$25,000	\$	\$25,000	\$25,000		\$25,000	\$25,000
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$	\$	\$	\$0	\$	\$	\$
Total direct costs:			\$353,140	\$	\$353,715	\$353,140	\$	\$353,140	\$353,140
Percentage% indirect costs (see note):			N/A	\$	\$	N/A	\$	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$353,140	\$	\$353,140	\$353,140	\$	\$353,140	\$353,140
Administrative Cost Calculation									
Enter the total grant amount requested:			Year 1			Year 2			
			\$353,140			\$353,140			
Percentage limit on administrative costs established for the program (10%):			x .10			x .10			
Multiply and round down to the nearest whole dollar. Enter the result.									
This is the maximum amount allowable for administrative costs, including indirect costs:			\$35,314			\$35,314			\$35,314

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 015805

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1	Year 2
Academic/Instructional					
1	Teacher			\$	\$
2	Educational aide			\$	\$
3	Tutor			\$	\$
Program Management and Administration					
4	Project director -20% of their time		1	\$16,000	\$16,000
5	Project coordinator-20% for their time		1	\$9,000	\$9,000
6	Teacher facilitator	2		\$100,000	\$100,000
7	Teacher supervisor				
8	Secretary/administrative assistant-15 % of their time		1	\$8,000	\$8,000
9	Data entry clerk				
10	Grant accountant/bookkeeper-10 percent of their time		1	\$2,425	\$2,425
11	Evaluator/evaluation specialist				
Auxiliary					
12	Counselor			\$	\$
13	Social worker			\$	\$
14	Community liaison/parent coordinator			\$	\$
Other Employee Positions					
15	Title			\$	\$
16	Title			\$	\$
17	Title			\$	\$
18	Subtotal employee costs:			\$135,425	\$135,425
Substitute, Extra-Duty Pay, Benefits Costs					
19	6112	Substitute pay		\$8,625	\$8,625
20	6119	Professional staff extra-duty pay		\$127,250	\$127,250
21	6121	Support staff extra-duty pay			
22	6140	Employee benefits		\$6,840	\$6,840
23	61XX	Tuition remission (IHEs only)			
24	Subtotal substitute, extra-duty, benefits costs			\$142,715	\$142,715
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$278,140	\$278,140

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 015805

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Year 1	Year 2
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$	\$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$	\$
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$

Professional Services, Contracted Services, or Subgrants Less Than \$10,000

#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 2
1	Human Resources Consultative Services to Develop Recruiting and	<input type="checkbox"/>	\$40,000	\$40,000
2	Evaluative System	<input type="checkbox"/>	\$	\$
3		<input type="checkbox"/>	\$	\$
4		<input type="checkbox"/>	\$	\$
5		<input type="checkbox"/>	\$	\$
6		<input type="checkbox"/>	\$	\$
7		<input type="checkbox"/>	\$	\$
8		<input type="checkbox"/>	\$	\$
9		<input type="checkbox"/>	\$	\$
10		<input type="checkbox"/>	\$	\$

b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:

\$ \$

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000

Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service:			
Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
1	Contractor's payroll costs # of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services	\$	\$
	Contractor's supplies and materials	\$	\$
	Contractor's other operating costs	\$	\$
	Contractor's capital outlay (allowable for subgrants only)	\$	\$
Total budget:		\$40,000	\$40,000

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 015805

Amendment number (for amendments only):

Expense Item Description

6399	Technology Hardware—Not Capitalized						
	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 2
	1	HRIS	HR	1	\$3,500	\$3,500	\$3,500
	2				\$		
	3				\$		
	4				\$		
	5				\$		
6399	Technology software—Not capitalized					\$	\$
6399	Supplies and materials associated with advisory council or committee					\$1,000	\$1,000
Subtotal supplies and materials requiring specific approval:						\$	\$
	Remaining 6300—Supplies and materials that do not require specific approval:					\$5,500	\$5,500
Grand total:						\$10,000	\$10,000

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 015805

Amendment number (for amendments only):

Expense Item Description		Year 1	Year 2
6411	Out-of-state travel for employees (includes registration fees)	\$	\$
	Specify purpose:		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$	\$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$	\$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	\$	\$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$	\$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:		\$	\$
	Remaining 6400—Other operating costs that do not require specific approval:	\$25,000	\$25,000
Grand total:		\$25,000	\$25,000

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 015805

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:

Category	Number	Percentage	Category	Percentage
African American	8	1%	Attendance rate	96.8%
Hispanic	592	96%	Annual dropout rate (Gr 9-12)	N/A%
White	14	2%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	N/A%
Asian	0	0%	TAKS commended 2011 performance, all tests (sum of all grades tested)	N/A%
Economically disadvantaged	549	89%	Students taking the ACT and/or SAT	N/A%
Limited English proficient (LEP)	70	11%	Average SAT score (number value, not a percentage)	N/A
Disciplinary placements	140	22%	Average ACT score (number value, not a percentage)	N/A

Comments

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	5	12%	No degree	0	0%
Hispanic	23	55%	Bachelor's degree	29	71%
White	14	33%	Master's degree	12	29%
Asian	0	0%	Doctorate	0	0%
1-5 years exp.	22	54%	Avg. salary, 1-5 years exp.	\$45,684	N/A
6-10 years exp.	13	32%	Avg. salary, 6-10 years exp.	\$47,684	N/A
11-20 years exp.	5	12%	Avg. salary, 11-20 years exp.	\$50,545	N/A
Over 20 years exp.	1	2%	Avg. salary, over 20 years exp.	\$47,000	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 015805

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public															
Open-enrollment charter school		66	66	66	66	66	66	75	75	75	100	100			830
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:															

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public															
Open-enrollment charter school		4	4	4	5	5	5	4	4	4	5	3			47
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:															

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Schedule #13—Needs Assessment

County-district number or vendor ID: 015805

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NFCS has used a solid, systematic process and continue to improve our methods for our needs assessment each year. Educational Service Center 20 has designed the following procedures :

1) The administrative team reviews the No Child Left Behind Comprehensive Needs Assessment (CNA) Guide and the CNA Overview Presentation. 2) The administrative and site-based decision-making teams review the CNA Overview Presentation and share this information with all staff. Timelines for conducting the CNA are determined and shared with staff. 3) Committee members are provided with copies of the CNA Guide. 4) Committees are established for each CNA area and each committee selects a chairperson. 5) Each committee determines which types of data will be collected and analyzed, along with the schedule for completing the analysis. 6) Committees review the data to determine analysis statements, strengths, and needs, then use this information to develop an overall Summary Priorities. 7) Each committee provides the list of data sources reviewed, analysis statements, strengths, needs, and summary priorities to the administrative team. This information is compiled in the Comprehensive Needs Assessment Tool and collective information is shared with staff. 8) The CNA Tool is completed, and the Priorities page is used for sharing and distribution. This page is used to ensure that objectives, strategies, activities, and resources are identified in the improvement plan to address these priorities. This occurs as part of the planning process. 9) The administrator then creates the school profile by organizing a notebook with tabs for each area of the CNA. Correlating data is placed behind each correlating topic. 10) The administrative staff ensures that all No Child Left Behind expenditures are linked to the CNA priorities and the improvement plan. 11) Data and the improvement plan are reviewed frequently to ensure that progress towards the CNA priorities is occurring, or whether new priorities have emerged.

Additionally, we have begun to use the established Texas Center for District and School Support's protocols to clearly define targeted needs, basing our efforts in the critical success factors.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 015805

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Recruit & obtain highly qualified teachers	NFCS will hire an independent Human Resources company that will be able to train and help us recruit highly qualified teachers. The National Council on Teacher Quality found that only seven universities have a strong teacher preparation program. Our goal is to hire teachers with at least two years of classroom experience and that have shown improvement in classroom management and leadership skills.
2.	Create career pathways	We have done much research on career pathways and we have found that teachers are looking for opportunities such as hybrid roles, coaching, mentoring colleagues, developing curriculum and designing new school models. The funds from grant will allow us to implement a plan that helps our teachers to grow and build lifetime careers with NFCS.
3.	Expand our induction plan	First year teachers and those recruited from elsewhere all will attend our summer institute. The three week long program will provide additional training for new teachers prior to the commencement of the school year. The institute is intended to help prepare those educators for the intensity of the social and academic challenges that are prevalent in poor, largely urban communities. Our principles based on Stephen Covey's "Leader in Me" are embedded in each of our topics in the Summer Institute.
4.	Professional Development and Collaboration	NFCS will focus on aligning professional development opportunities within the school week to multiple measures of performance, including observation and evaluation results. Teachers must plan their collaboration well to reap the benefits of co-teaching. There are a variety of effective strategies for collaboration depending upon the students' current needs. NFCS's responsibility is to offer those opportunities by planning a variety of strategies to help ensure a successful collaboration.
5.	Create a compensation plan	The funds from this grant will be used to offer stipends and bonuses to those teachers that have chosen to apply and are accepted into our new career path program. Additional responsibility with proven success equals additional compensation. Our objective is to retain and obtain highly qualified teachers that have our student's success as their main career goal.

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #14—Management Plan

County-district number or vendor ID: 015805

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Administrative and classroom experience with certification in these areas.
2.	Project Coordinator	Human resources skills and expertise with a bachelor's degree and at least one year of experience.
3.	Project Assistant	An individual that demonstrates flexibility, the ability to multi task and has outstanding organization skills.
4.	Teacher Facilitator	Two teachers with at least 4 years of classroom experience that hold a master's Degree. Individuals that have demonstrated both organizational and management skills.
5.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Improve and implement innovative recruiting strategies	1. Hire the HR company	05/09/2014	06/30/2014
		2. Develop and enhance our recruiting process	06/09/2104	07/01/2014
		3. Hire the teacher facilitators	06/30/2014	07/01/2014
		4.		
		5.		
2.	Host a week long induction program	1. Develop program criteria for institute	07/01/2014	07/25/2014
		2. Schedule training and presenters for institute	07/01/2014	07/30/2014
		3.		
		4.		
		5.		
3.	Improve student performance	1. Accountability Rating meets requirements at all campuses	08/01/2014	08/31/2016
		2. Earn distinction for each campus	08/01/2014	08/31/2106
		3. Earn District Rating of "A" on accountability	08/01/2014	08/31/2016
		4.		
		5.		
4.	Improve teacher retention	1. Reduce mobility by 20% in year 1	04/01/2014	06/30/2015
		2. Produce a survey with an 85% satisfaction level	08/01/2014	06/31/2016
		3. Reduce mobility by 10% in year 2	07/01/2015	06/31/2016
		4.		
		5.		
5.	Design a master schedule fostering collaborative periods	1. Begin design of master schedule	04/30/2014	08/01/2014
		2. Get stakeholder input on master schedule draft	06/01/2014	06/30/2014
		3. Communicate/Publish final draft of schedule	08/01/2014	08/10/2014
		4.		
		5.		

Grant funds will be used to pay only for activities occurring between the beginnings and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 015805

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

We strive to develop an effective professional learning community by utilizing instructional rounds and conducting focused walkthrough observations based on measurable data. Using the open-sourced Marshall Evaluation, we have the ability to measure teacher proficiency among a set of domains. This tool becomes a vehicle for continuous improvement by embedding frequent, rapid feedback. Within the induction model, new teachers are required to submit a content specific portfolio as a supplement to the annual self-evaluation. This portfolio will include artifacts such as student work samples, exemplar lesson plans, student progress data, and a teacher reflection piece. The portfolio will be reviewed by the employment committee and the immediate supervisor to assess the effectiveness of the educator. Continued professional development will be targeted based on these specific tools, refined to what the teacher needs assistance with in order to make his or her practice more effective. We will commit to establish long-term relationships with teachers who have proven success based on collected data compiled in the annual evaluation.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

We believe that 100% of our teachers, teacher's assistants, administrative staff, superintendent and board of directors all believe that all of our students have the ability to succeed in college. It's is our mission to graduate every student to be college and career ready. The funds from this grant will allow us to hire two teacher facilitators, who will have several responsibilities ensuring that the overall program is successful. The facilitators will lead the implementation of our newly created career path program. Career ladders have been found to help motivate and retain teachers by providing varied professional opportunities and a rationale for achieving new levels of expertise. Responsibilities will include analyzing data received from the various sources of evaluations such as parent and student surveys, in- classroom observations, and student test scores. Their goal will be to work with teachers to facilitate collaboration and team building and to ensure that the work being done is useful, relevant, and ultimately affects the student outcome. Our Project Director will work with all stakeholders to ensure that the six objectives that we have set for this grant have been met district wide. The Project Director's priority will be to adhere to accountability and reporting policies; use and analyze data to evaluate the program and make any changes necessary to secure the continuation of this program beyond the four year grant period. The benefit of hiring an independent Human Resources company to assist our HR department will be to enhance and modernize our recruiting and hiring methods.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 015805

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Review of student academic performance	1.	STAAR assessments – student performing satisfactorily at Final recommended levels
		2.	Texas Primary Reading Inventory
		3.	
2.	Teacher retention rates - TAPR	1.	Texas Academic Performance Report
		2.	Teacher attendance rates
		3.	
3.	Student mobility rates	1.	Enrollment
		2.	Waiting lists
		3.	
4.	Discipline Data	1.	Discipline Placements reduced
		2.	
		3.	
5.	Teacher Evaluation	1.	Evaluation tool
		2.	Student survey
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The process for collecting data regarding teacher performance is centered on the Kim Marshall evaluation tool. The rubrics Mr. Marshall designed aim to provide a shared definition of the work teachers do with students and colleagues. To gather the information needed to fill out the rubrics/annual evaluation at the end of a school year, principals make frequent, short, unannounced classroom visits (averaging ten per teacher per year); have a face-to-face coaching conversation within one day of observing the teacher; regularly observe teachers in team meetings and other settings; and review student survey data. The rubrics should be reviewed to inform thoughtful observation and effective coaching. This tool should be used formally at three points: (a) As school opens, teachers self-assess, meet with their supervisor, and set 2-3 improvement goals; (b) At mid-year, teacher and supervisor meet and compare ratings page by page, discuss any differences, assess progress on the teacher's goals, and identify areas for growth; and (c) At the end of the year, teacher and supervisor repeat this process and reach closure on the year's ratings. Principals are encouraged to give candid, evidence-based feedback, listen to the teacher's concerns, and organize robust follow-up support. When an entire staff is scored objectively using the rubrics, a color-coded spreadsheet to tally scores can serve as a road-map for school wide professional development. The rubrics synthesize an extensive research base on classroom and professional practices that affect children's learning. Student achievement is not evaluated by the rubrics but in a school with evidence of a positive climate, professional working conditions, aligned curriculum, and "Effective" and "Highly Effective" teachers in classrooms, the better students will perform. This will include analyzing student-level academic data. Measurable data will include smart goals written around assessments, local grades, curriculum-based assessments and state assessments to ensure alignment and validity. If, upon review and audit of these tools discrepancies are found, principals and teachers will be provided with proper training and interventions will be implemented and monitored by the Program Director to correct these issues. Additionally, if these objectives are being met, we ultimately expect to see achievement results effected positively. Not only will data around students be examined, to include disciplinary placements, mobility rates with exit interviews conducted, and student attendance rates analysis (to increase to 98%), data surrounding teacher practices will be collected. By setting smaller goals in shorter periods of times, celebrating our successes, and honestly evaluating and confronting our practices that are not showing promise, we can ensure maximum success. The number of student participants served will equal approximately 830. Teachers served in the grant total 47 teachers spanning grades K-10 to cover the two year grant period.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015805

Amendment # (for amendments only):

Statutory Requirement 1: Required - Describe the components of the induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

First year teachers and those recruited from elsewhere will attend the summer institute for three weeks of training prior to the school year. The time commitment is an important first step in employment as it sets the tone for the level of commitment we want to see in our teachers. The induction is intended to help prepare those educators for the intensity of the social and academic challenges that are prevalent in a poor, largely urban community. New Frontiers Charter School serves as a demographic portrait of one of the most educational underserved populations in the US: overwhelmingly poor (90 percent of the students in the district qualify for free and reduced meals) and overwhelmingly minority (95 percent Hispanic). Many teacher applicants that show interest in our district have little or no experiences in other school districts. When they graduate from the teacher training and earn their certifications many of them also tend to have very little knowledge in content, teaching, instructional methodologies, classroom management, and class preparation. During the summer institute, ideas and best practices take precedent over specific curriculum and training modules. We have developed a career ladder that will allow our Novice teachers to become Mentor Level teachers and then advance to become Master Level Teachers. The Novice Teacher will be assigned to a Mentor Level Teacher who will provide the support needed to be a successful first year teacher while meeting all of NFCS standards. Teachers at the Mentor Level and above will be required to submit an application, go through an interview process, and meet all performance level standards before qualifying to apply for any level above the Novice Level. Our goal is to ensure that all teachers selected for this program are aligned with the districts vision, mission and structure of NFCS. A lot of the mentoring is done in addition to their own teaching responsibilities. The Mentor Teachers will share their wisdom and skills to help guide a new teacher into the classroom. Our Mentor Teachers will participate in over 40 hours a year of mandatory professional development in which they will have the opportunity to sharpen and develop their skills in observation and classroom management. Teachers that are accepted to the Mentor program will be paid a \$5,000 stipend. Our mentors will have the valuable support of the Master teachers and the two teacher facilitators that have been charged with implementing our career path program. All teachers will meet at least once a week, both one on one and in larger groups. Our entire staff is 100% committed to the success of this program. All of NFCS teachers will go through a vigorous evaluation process that will allow us to make any necessary changes if needed.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 105805

Amendment # (for amendments only):

Statutory Requirement 2: Required - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

New Frontiers will use a variety of strategies to evaluate growth, student learning, instructional quality and professional responsibility of all our teachers. Student portfolios, teacher-designed assessments, student learning objectives, standardized tests and student and parent surveys will all be conducted thorough the program on a quarterly basis. NFCS will participate in the Kim Marshall's Teacher Evaluation Rubrics. These rubrics are organized around six domains covering all aspects of a teacher's job performance: 1) Planning & Preparation for Learning 2) Classroom Management 3) Delivery of Instruction 4) Monitoring, Assessment, and Follow-Up, 5) Family & Community Outreach 6) Professional Responsibilities. The rubrics use a four –level rating scale with the following labels: Highly Effective, Effective, Improvement Necessary, and Does Not Meet Standards. These rubrics are "open source" and will be used and adapted throughout the entire school district. The rubrics are designed to give an end-of-the year assessment of what they stand in all performance areas and detailed guidance on how to improve. They are not checklists for the classroom visits. Unannounced mini classroom observations every 2-3 weeks, followed by a face to face conversation by their principals will produce the best results for the end-of-the –year assessments. These evaluations will allow the principals to give the teachers ongoing praise and suggestions, and will also allow them to listen to the teachers concerns. The Effective level describes solid, expected professional performance. The Highly Effective level is reserved for truly outstanding teaching that meets very demanding criteria. Improvement Necessary indicates that performance has real deficiencies: Performance at the Does Not Meet Standards level is clearly unacceptable and will lead to dismissal if it not improved immediately. All our teachers will be asked to complete their own rubrics in advance, then meet and compare scores one page at a time with their principal. All the teacher results will be will reviewed and analyzed by the Project Director, the Director of Curriculum, Principals, the Teacher Facilitators, and HR Director to determine if any additional professional development is needed. All of the data collected from the various forms of evaluation will be used to analyze teacher effectiveness and adjustments will be made to the program as needed. All teachers that chose to participate in our career building portion of the program will be required to submit an application and go through an interview process before being accepted to the next level. If teachers who have graduated from the Novice level choose not to participate in becoming a Mentor Level teacher (or Master teacher) they will not be required to apply to be a Mentor teacher but will be eligible for additional student performance compensation. This process of applying will demonstrate the teacher's true commitment to the program. The interview process will give the administrators an additional opportunity to review the teacher's progress.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID:015805

Amendment # (for amendments only):

Statutory Requirement 3: Required - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

New Frontiers will use a variety of strategies to evaluate growth, student learning, instructional quality and professional responsibility of all our teachers. Student portfolios, teacher-designed assessments, student learning objectives, standardized tests and student and parent surveys will all be conducted on a quarterly basis. We strive to develop an effective professional learning community by utilizing instructional rounds, conducting focused walkthrough observations based on measurable data. Using the open-sourced Marshall evaluation, we have the ability to measure teacher proficiency among a set of domains. This tool becomes a vehicle for continuous improvement by embedding frequent, rapid feedback. Within the induction model, new teachers are required to submit a content specific portfolio as a supplement to the annual self-evaluation. . All teachers will meet at least once a week, both one on one and in larger groups with the teacher facilitators and the Principals to discuss any changes needed to make the program successful. The other key stakeholders will meet once a month to review the feedback from the meetings held with the teachers and to analyze the progress.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015805

Amendment # (for amendments only):

Statutory Requirement 4: Required - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

In order to promote the collaboration of pedagogical strategies we plan to restructure our instructional day in grades K-5 and align systems within these structures to ensure the plan is monitored and adhered to, ensuring consistency in practice.

First, we will modify the start time for teachers so that all instructional staff have the opportunity to meet prior to the work day commencing. The benefit here is two-fold for both students and teachers. Given our 90% economically disadvantaged status, many of our students may not eat breakfast at home. With teachers using the beginning of the day to collaborate, given a later start time of 8:30am, students will have the first 30 minutes of the day to participate in a breakfast program. Kindergarten and 1st grade students will eat breakfast in the cafeteria while 2nd-5th grade students will eat breakfast in their classrooms with monitors facilitating the breakfast session. Students can still arrive on campus at the same time of 7:30am, allowing for no disruption to many of our working parents schedules.

Teachers will be given an explicit schedule to follow each day, monitored by the school principal and the instructional facilitators. For example, the first day of the week, teachers will be required to meet in vertical teams to ensure alignment within the curriculum and standards. Each class will be composed heterogeneously but will be composed of a cohort wherein each teacher group leads into another, eliminating the scenario where students would be negatively affected by weak teachers two years in a row. On the second day of the week, teachers would meet with their grade levels to plan instruction. On the third day of the week, student work samples would be analyzed and to ensure rigor and backward planning strategies are taking place. The fourth day would be reserved for data analysis of weekly tests, unit assessments, local curriculum based assessments and prior year test data. The fifth, and final day of the week, would be reserved for parent conferences, focusing on frequent communication opportunities to make contact with parents and guardians, establishing positive relationships with families, particularly of struggling students.

These strategic planning sessions would be facilitated by teacher facilitators and the instructional leaders, using proven protocols to maintain consistent practices. Technology will also allow the instructional leadership team to access information collected during these meetings and provide an on-going discourse on issues presented. Free and available technologies such as Dropbox, Google Docs, and private blogs will provide a monitoring and accountability component needed to ensure the sustainability of this practice.

We believe that designing this collaboration at the front-end of each day, for a minimum of one hour each day will allow for maximum professional sharing of pedagogical practices.

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County-district number or vendor ID: 015805

Amendment # (for amendments only):

Statutory Requirement 5: Required - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

As we implement instructional rounds in order to promote a shared, reflective practice, we realize that some accommodations must be provided to ensure successful execution of the program with fidelity to its tenets. Teachers will engage in these interactive activities when the students are engaged in physical education, art, music, drama and/or technology classes. These periods will be dedicated to these experiences since the first period of the day will be spent in collaborative teams. Students will be served by highly qualified personnel during these periods. A master scheduling wall chart located in our shared, confidential data room will provide a quick glance at the availability of teams of teachers. The scheduling of observations will be designed to minimize loss of students' instructional time. The process would run efficiently and follow an established protocol to limit distractions to include the instructional round elements of 1) Focusing on Problems of Practice, 3) Conducting Observations, and 4) Observation Debrief. A combination of teacher evaluation data, on-going student assessment data to include weekly tests, unit assessments, and state performance data will be posted in the room and constantly transformed and manipulated to adapt to the progress made by our students. Additionally, as framed in the Marshall teacher evaluation tool, Principals will have the opportunity to provide teachers with immediate feedback after an observation is made and will take place during this period and/or afterschool. Professional development designed to improve and enhance the educator's skills will be provided to teachers served by the grant program. Substitute teachers will be provided should a teacher miss any instructional days due to face-to-face training requirements. To ensure instructional integrity is maintained in a teacher's absence, a set of criteria for absentee plans will be expected. However, given the accessibility of video-conferencing and online learning, we will highly encourage blended learning in regards to professional development, realizing the importance of teacher presence and continuity in the classroom. An electronic device will be provided to the educator to facilitate the increase in technologically-based learning.

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Amendment # (for amendments only):

Statutory Requirement 6: Required - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

To address the different interests, talents, and career aspirations, we will be implementing a career ladder in which excellent teachers who want to stay in the classrooms can progress from a Novice teacher to a Master Teacher. Our district is seeking to systematically identify highly effective teachers, giving them a chance to increase their responsibility and take on leadership roles. Funds that are made available through this grant allow NFCS the ability to award stipends to teachers who advance through the newly developed career pathway program. The goal of the district is to hire teachers who have at least two years of classroom experience and a record of improving classroom success. However, we also hire straight out of alternative teacher preparation programs, particularly those around the state. Selectivity in both traditional and alternative certification teacher training programs is low. A report from the National Council on Teacher Quality found that only seven universities in Texas had a strong teacher preparation program. The goal is to reform the human capital systems in the district from acculturating principals and teachers, to developing them as leaders and effectively evaluating them. The funds made available through this grant will allow us to offer a sign-on bonus of up to \$3,000, to our Novice Level teachers. These are teachers that have over two years of classroom experience and have demonstrated success, but are new to NFCS. Our goal is to find five new teachers that meet these qualifications. All Novice Level teachers will remain at this level for at least one year. Our Mentor Level Teachers are individuals that have at least two years of experience with NFCS, who are willing to complete the forty hours of required training, and have demonstrated leadership and the ability to succeed. Teachers selected to be a Mentor Level Teacher will receive a \$5,000 stipend. The mentor's main responsibilities will be to provide support and constructive feedback to the new teachers. Our objective is to promote seven teachers to the Mentor Level each year. Being a Master Teacher, with an exceptional record of quantifiable success in our program will allow teachers to provide local professional development that will enhance the district's classroom management, curriculum specializations, and data analysis focus. Those teachers that are accepted as one of our Master Level Teachers will receive a stipend of \$7,000. Three of teachers will earn the title of a Master Level Teacher. Peer surveys, evaluations and one-on-one meetings with the principals will ensure that goals set forth for these key positions have been met. The Master Level Teacher will be provided with ongoing professional development opportunities in their area of specialization in order to conduct local trainings. Our Master Level Teachers will be encouraged to participate in an approved Principal Certification program. All of our teachers (individually and/or as teams) will have the opportunity to earn additional bonuses ranging from \$2,000 to \$5,000, based on students' scores, the progress measures and the overall rating of the school.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID:

Amendment # (for amendments only):

Statutory Requirement 7: Preferred - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

At New Frontiers Charter School we feel that one of our core values is the building and maintaining of relationships with our students and families. As a charter school, we value that our parents are making a choice for their children to attend our school and entrust us with their education. Teachers will be expected to continue the expectation built into the existing K-8 program to reach students beyond academic preparation. Our charter district provides cell phones to each staff members in order to facilitate an increased level of communication. We realize that with the increased rigor of academia and the complexity of navigating the college campus for those attending our early college high school, students will need greater access to a caring and responsive adult advocate. It is our mission as a district to build our brand and get results. We feel that this makes our organization an attractive place to work. We also look for the following traits in our teachers: Leadership, general knowledge, problem-solving, and an overall good fit for our culture. In our culture, it will be expected that all teachers in the district are committed to being an integral part of an effective professional learning community and are here for the long-term. We believe that our teachers' core values are a priority. Our teachers must love kids, welcome big challenges and big changes. We feel that 100% of our teachers in our district should believe that all of our students can succeed in college and it is our mission to graduate every single student to be college and career ready. This involves the belief in the Efficacy Model, promoting hard work, effort and mindset so that our teachers embody the principle centered traits we expect in our students. It is our goal to diversify our professional staff at New Frontiers. We treasure applicants who can relate to our students and their needs and who have the desire to promote grit and resiliency to create emotionally strong students who face extreme challenges. We currently have an established partnership with Teach For America but are also working with Texas A&M-San Antonio to produce strong teacher applicants through their "Ready by Day One" internship program, requiring three semesters in the classroom prior to being granted a certificate and teaching degree. By allowing the foundational knowledge to be attained, our District can extend upon this and enrich the teacher in specialized knowledge involving curriculum and instructional methodologies to refine their practice. Given the rigor of the curriculum, we are targeting applicants with proven success through aggressive recruiting measures to find quality applicants possessing advanced degrees. Panel interviews are conducted and will include campus leaders, clerical staff, instructional assistants, and eventually students, with the scale-up of the high school. When possible, a model lesson will be conducted so interaction with our students is observed. The definition of what a New Frontiers Charter School teacher embodies will be made clear at the onset and will require a demanding set of criteria be met. This message will be reiterated throughout the school year with various events and activities planned to support this branding. This selection process will be conducted in conjunction with our demanding early college processes. We will ensure the applicants are familiar with our target demographic, have experience working with economically disadvantaged populations, and understand the effect of poverty on students. We prefer that our teachers are bilingual in order to more effectively communicate with our students' families. Secondly, our teachers will know that as faculty member an increased amount of rigor and effort is required prior to committing to the position and will be compensated at a higher salary given the required credentials, such as advanced degrees in the early college we are seeking in our job applicants. We are in the process of building a pathway of teaching excellence in our district from Kindergarten through 8th grade. Teachers will be expected to be proficient in the implementation of the Common Instructional Framework methodologies. We are committed to continuous improvement and will promote Saturday content sessions so our District teachers can grow professionally in the depth of their content knowledge in addition to the intensive Summer Institute. This collaboration within this cohort will not only work to support their professional growth but will build the Professional Learning Community model and collaborative relationships. Additionally, the creation of teaching circles to talk about their work in a reflective and collegial manner utilizing the Scaffolding Solutions mentoring model and the Texas A&M Performance-based Academic Coaching Team tool already in place at our district. The PACT will provide blended learning to supplement these face-to-face activities. Finally, we strive to develop an effective professional learning community by utilizing instructional rounds, conducting focused walkthrough observations based on measurable data. Using the open-sourced Marshall evaluation, we have the ability to measure teacher proficiency among a set of domains. This tool becomes a vehicle for continuous improvement by embedding frequent, rapid feedback. Within the induction model, new teachers are required to submit a content specific portfolio as a supplement to the annual self-evaluation. This portfolio will include artifacts such as student work samples, exemplar lesson plans, student progress data, and a teacher reflection piece. The portfolio will be reviewed by the employment committee and the immediate supervisor to assess the effectiveness of the educator. Continued

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professional development will be targeted based on these specific tools, refined to what the teacher needs assistance with in order to make his or her practice more effective. We will provide commitment agreements to establish long-term relationships with teachers who have proven success based on collected data and compiled in the annual evaluation.

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County-district number or vendor ID: 015805

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Statutory Requirement 8: Preferred - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

NFCS will implement a newly developed career ladder program. Our program will allow us to address different interests, talents and levels of experience, and career aspirations. This newly developed program is designed to allow accomplished teachers that want to remain in the classrooms the opportunity to progress through the career ladder to become a Master Teacher. A Novice Level Teacher is a teacher that is new to NFCS, regardless of their experience. Our Novice Level Teachers will remain in that level for the first year. This time will give them the opportunity to fully realize the challenges of the students we serve. Teacher participation in community events and performing home visits will give the teachers a true understanding of the economic disadvantages our students face. Additional training will help prepare and provide our Novice Teacher with the tools needed to make adjustments in the classroom to meet the needs of these students. The Novice Teacher will be assigned to a mentor that will provide the support needed to be a successful first year teacher while meeting all of the NFCS standards. Principals and Master Teachers will perform classroom evaluations that will provide constructive feedback and an opportunity to make any corrections needed. The next step in our career ladder is to become a Mentor Level Teacher. Teachers at the Mentor Level and above will be required to submit an application, go through an interview process, and meet all performance level standards before qualifying to apply for this level. Our goal is to ensure that all teachers selected for this program are aligned with the districts vision, mission and structure of NFCS. For a Mentor Teacher to be successful at NFCS, we will provide them at least forty hours of training a year. Only teachers with at least two years of service with NFCS that have demonstrated the ability to be a successful leader will be considered. The Mentors main responsibilities will be to provide support and constructive feedback to the new teachers. Being a Master Teacher, with an exceptional record of quantifiable success in our program will allow teachers to provide local professional development that will enhance the district's classroom management, curriculum specializations, and data analysis focus. Peer surveys, evaluations and one-on-one meetings with Master teachers and Principals will ensure that goals set forth for these key positions have been met. The Master Level Teacher will be provided with ongoing professional development opportunities in their area of specialization in order to conduct local trainings. Our Master Level Teachers will be encouraged to participate in an approved Principal Certification program. Evaluation -A variety of strategies to evaluate growth in student learning, instructional quality and professional responsibility, will be used. Student portfolios, teacher-designed assessments, student learning objectives, standardized tests, and student and parent surveys will all be included within our program. By gathering data from all these means, we can more completely evaluate instructional and student growth. Financial Reward- Our innovative compensation plans will allow us to gain and retain highly effective teachers. Stipends will be offered to those that are selected to be Mentor and Master Teachers. The amount of the stipend will increase as they are accepted to the next level. The program will also offer teachers opportunities to earn additional bonuses based on students' scores, progress measures and the overall rating of the school.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

Statutory Requirement 9: If seeking waiver – Describe why waiving the identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

Statutory Requirement 10: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 015805

Amendment # (for amendments only):

Statutory Requirement 11: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

Statutory Requirement 12: If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 015805

Amendment # (for amendments only):

TEA Program Requirement 1: Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence innovation plan without grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Open-enrollment charter schools are free public schools that have the flexibility to adapt to the educational needs of individual students. Charter schools receive state funds based on the average daily attendance of students (same as traditional public schools); however, they do not receive funds from local tax revenue and the majority, including Texas charters, do not receive state facilities funding. A recent independent analysis of revenue differences between charter school districts and independent school districts reveal a persistent funding gap exists. When examining funds, an average charter school district in Texas receives an estimated \$1,500 less per student than an independent school district. The enrollment in Texas charter schools continues to increase as more families demand options. This year, there are more than 101,000 students on Texas charter school waiting lists. NFCS was recently granted approval by TEA to open a new campus that would be designated as an Early College High School. The importance of obtaining and retaining highly qualified teachers has never been more essential, as we face competition from surrounding school districts who have also received the Early College designation in this community. We believe that by offering our teachers a career path, stipends, and additional professional development hours that we will be able to recruit and retain highly qualified teachers who will choose to grow professionally in our district. Ninety percent of the students that NFCS serves are economically disadvantaged, making it hard for parents to help support the school financially. NFCS has developed a strategic plan that we know will benefit our students' success, but we will need the funds from the EEIP grant to make the plan work.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 015805

Amendment # (for amendments only):

TEA Program Requirement 2: Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Once the grant is approved, we will move forward with designing a master schedule that will be conducive to the teacher planning sessions that begin each school day as well as strategically placing in the PE/Fine Arts period wherein teachers are expected to participate in reflective practice activities. Planning the three week induction summer institute is important to the success of our new teachers. There are several critical steps in the successful implementation of this program. Creating an agenda that will provide us ample time to clearly define the characteristics of a NFCS teacher, incorporating methodologies of the Common Instructional Framework and properly introducing our career path program to our new teachers, will need to begin as soon as the grant is awarded. Contracting the independent HR Company to help us establish customized processes and perform critical talent acquisition services such as recruiting, will happen in early May of the first year of the grant. NFCS anticipates hiring 11 -13 new teachers within the first year. NFCS will increase their recruiting efforts due to the opening of the new Early College High School. Additionally, we anticipate some teachers may return due to the lack of career advancement opportunities and other area school districts offering increased pay. In addition to adding new teachers, NFCS will need to hire two teacher facilitators. In May 2014, we will need to introduce our new career path program to our faculty. We want to make sure that teachers have ample time to review the program and make a decision and the commitment needed to apply to be one of our Mentor Level Teachers or one of our Master Level Teachers prior to the summer. Recognizing, researching, and reviewing successful professional development opportunities that will help NFCS meet their academic and career goals will need to start at the awarded date and continue throughout the grant period. The newly developed compensation plan will be implemented in August of the first year and will continue throughout the 2-4 years of funding. We have done much research on the best ways to evaluate our employees and measure the success of our students. Our evaluation methods will continue to improve and become more strategic.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 015805

Amendment # (for amendments only):

TEA Program Requirement 3: Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

For the past year, NFCS has been researching and analyzing the best ways to obtain and retain highly qualified teachers. After surveying our teachers, analyzing students' test scores and recognizing the amount of turnover within our district, we knew we had to develop a plan to keep our proficient highly qualified teachers. We developed a plan that included hiring an independent HR contractor, creating an induction program, revising our compensation plan and increasing the amount of professional development opportunities offered to our teachers. After developing this plan, we went back to our teachers, principals and other key staff directly affected by this program and were encouraged by the positive response. Our staff was not only excited about the benefits that the program offered the teachers, but they believed that the program would also have a direct effect on our students' success. We have included affirmations signed by some of our key staff members in this grant.

TEA Program Requirement 4: Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

New Frontier Charter School will participate in the EEIP program district-wide.

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